

53% Fewer Discipline Referrals in Just One Year of Positive Action

*In the morning, all of the students gather in the lunchroom for breakfast as the buses arrive. One recent morning, **one student who has many challenges decided to attack another student that she believed had insulted her.** She walked into the lunchroom, stripped off her coat, balled up her fists and started across the lunchroom toward this much smaller seventh grade boy. **However, before she reached him, the other students formed a wall to protect him.***

In disbelief of what she saw, the counselor later reviewed the lunchroom video. After doing so she said, ***“I’ve never seen anything like that before. I don’t know if it’s a result of Positive Action, but it’s the only thing I can think of to explain it.*** – Glassboro Intermediate School, Glassboro, New Jersey 2019



WI SEL

Introduction to Positive Action

May 14, 2019



To Empower Greatness in Individuals,
Schools, Families and Communities around the World

Carol Gerber Allred, Ph.D.
President/Developer

Presenting PA Program Consultant: J. Allen
PA Program Consultant: Melodie Hathorne

Key Elements

- + Alignment to Social/Emotional competencies
- + Aligned to Common Core standards
- + Data-driven assessment tools
- + Whole-Child Development
- + Trauma-informed student development
- + Developing/supporting a safe engaging and inclusive environment
- + Higher order thinking
- + Restorative Practices
- + Connecting schools, family and community



Positive Action PreK – 5th Alignment with Social Emotional Competencies

<https://dpi.wi.gov/sspw/mental-health/social-emotional-learning/sel-alignment-tools>

EMOTIONAL DEVELOPMENT(PK-5th Grade)

Understand and manage one's emotions

No.	Positive Action	CASEL Domain	PK-5K	1st-3rd	4th-5th
1	Unit 1 Unit 3	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1	Learners will be able to recognize and label a variety of their own basic emotions.	Learners will be able to recognize and label a variety of complex emotions in self and others.
2	Unit 3	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.	Learners will be able to express their emotions to self and others in respectful ways.
3	Unit 1 Unit 3	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A EL.1	Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.	Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.
4	Unit 2 Unit 6	Focus Attention	Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV.A.EL.1	Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.	Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.
5	Unit 4	Social Awareness	Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A EL.2	Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.	Learners will be able to identify others' need for empathy and respond in respectful ways.
6	Unit 4	Social Awareness	Learners will be able to associate words and gestures with a variety of emotions expressed by others. WMELS Domain II A EL.2	Learners will be able to predict how someone else may feel in a variety of situations.	Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.



Positive Action 6th – 12th Alignment with Social Emotional Competencies

<https://dpi.wi.gov/sspw/mental-health/social-emotional-learning/sel-alignment-tools>

EMOTIONAL DEVELOPMENT (6th Grade – Adult)

Understand and manage one’s emotions

	Positive Action	CASEL Domain	6th-8th	9th-10th	11th-Adult
1	Unit 1 Unit 3	Self-Awareness	Learners will be able to recognize and label a variety of complex graded emotions in self and others.	Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.	Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.
2	Unit 3	Self-Management	Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to understand and explain how their expression of emotions can influence how others respond to them.
3	Unit 1 Unit 3	Self-Management	Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.	Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.	Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions.
4	Unit 2 Unit 6	Focus Attention	Learners will be able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and academic goals.	Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.	Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity.
5	Unit 4	Social Awareness	Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.	Learners will be able to demonstrate empathy to others who have different views and beliefs.	Learners will be able to demonstrate connectedness, through empathy and engagement to their communities.
6	Unit 4	Social Awareness	Learners will be able to recognize expressions of empathy in society and communities.	Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.	Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others.

How to Empower Greatness?

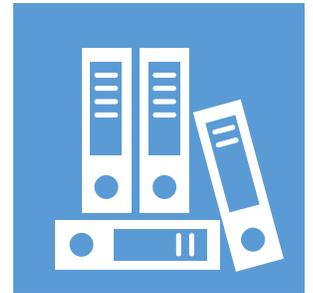
With Knowledge

- + An **Intuitive (universal) Philosophy**
- + A **Think + Act + Feel about Self + Circle**



With Skills

- + Development of **Social, Emotional, Physical** and **Intellectual** areas (Six Unit)



With Climate

- + By **Applying, Practicing** and **Reinforcing** the skills (positive actions) site-wide



The Positive Action System

Content—Same for All Tools



Philosophy: You feel good about yourself when you do positive actions, and there is a positive way to do everything. *Develops a common language and shared goal.*



Thoughts-Actions-Feelings Circle:
Applies the Philosophy.



Whole Self:
Physical + Intellectual + Social + Emotional

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Philosophy & TAF Circle	Physical & Intellectual	Self-Management	Social & Emotional	Self-Honesty	Self-Improvement

Tools

Classroom Curriculum

- PreK-12 Instructor's Classroom Kits

Climate Program

- Elementary Climate Kit
- Secondary Climate Kit

Counselor's Program

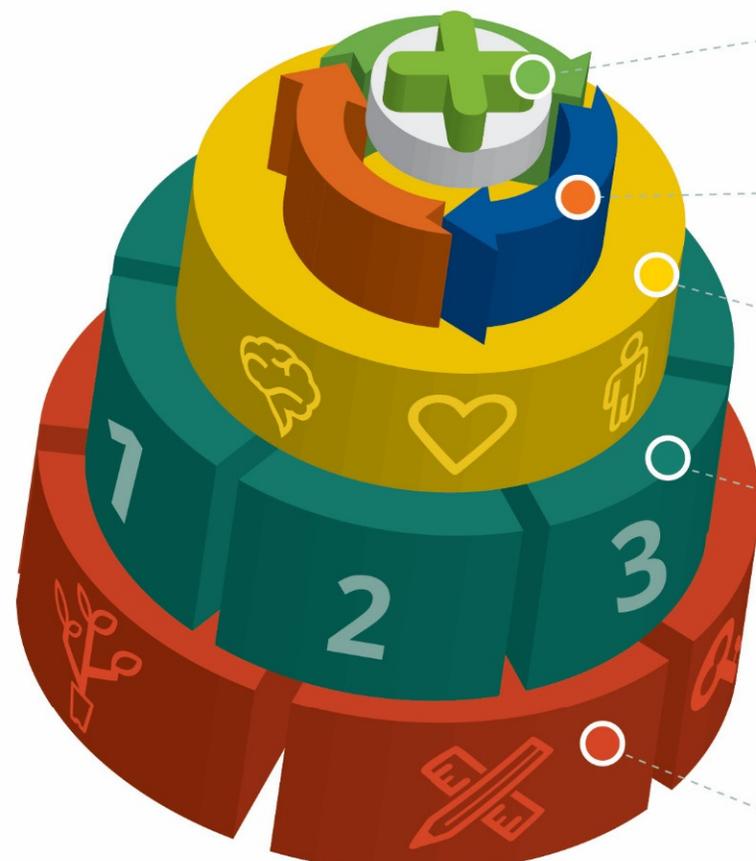
- Counselor's Kit
- Conflict Resolution Kit
- Elementary Bullying Prevention Kit
- Drug Education Supplement Kits

Family Programs

- Family Kit
- Family Classes Kit
- Parenting Classes Kit

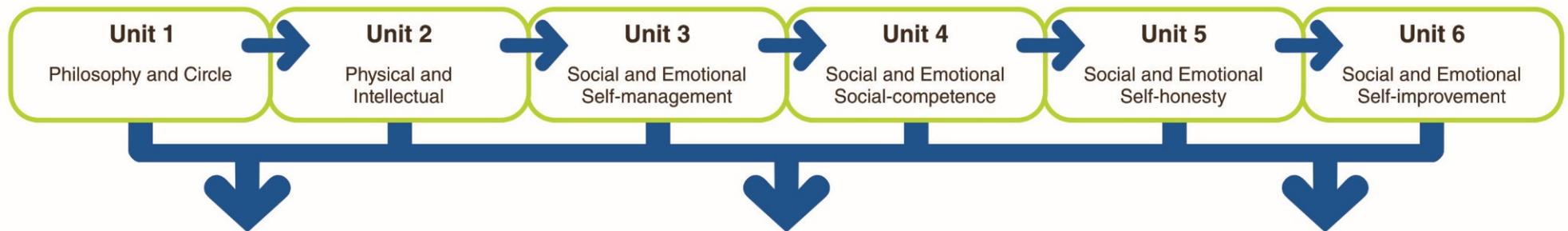
Community Program

- Community Kit
- Counselor's Kit
- Conflict Resolution Kit
- Family Kit
- Media Kit



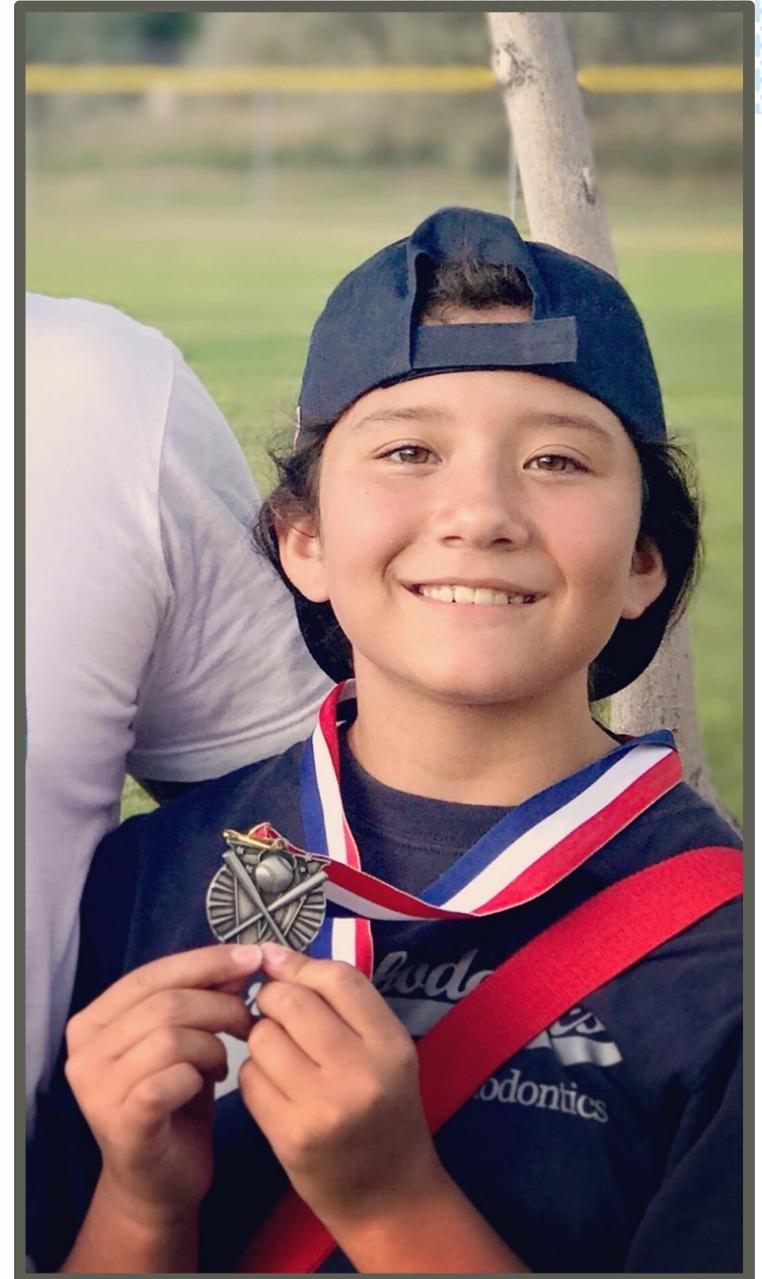
Positive Action Knowledge & Skills are Taught Through Six Units

- + All program components are based on same six units:
 - + **Unit 1** provides the conceptual foundation (i.e., philosophy) for the other five units.
 - + **Units 2 - 6** include positive actions for the whole self: physical, intellectual, social and emotional.



Unit 1: Philosophy

- + Philosophy
- + Think + Act + Feel about
Self + Circle
- + General skills or positive
actions
- + Self Concept



Unit 1: Philosophy

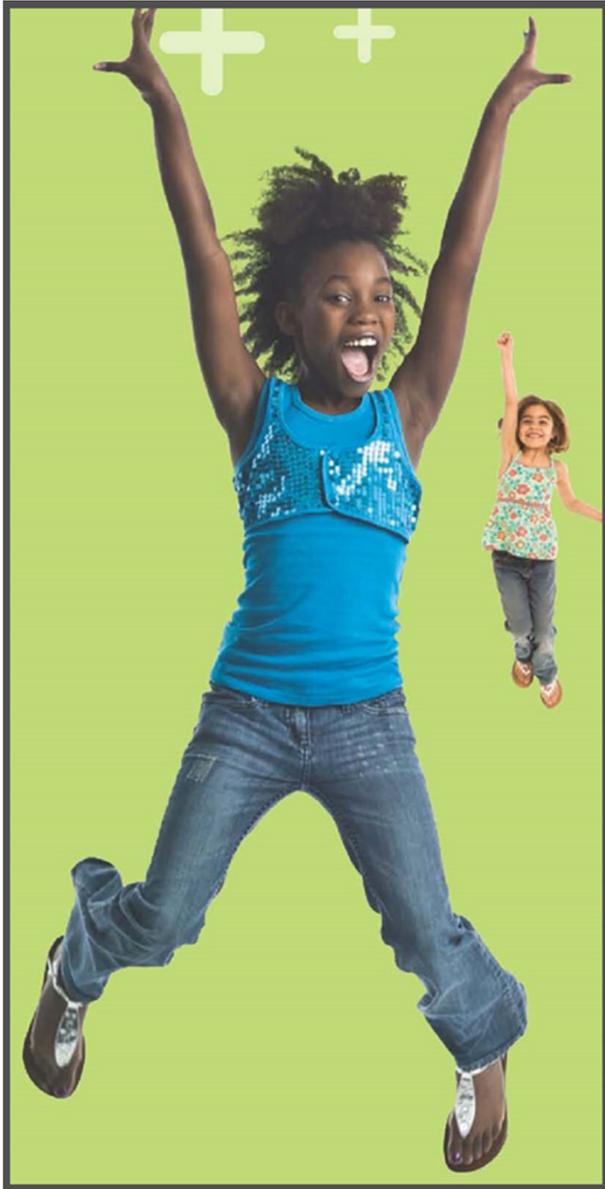
You feel good about yourself
when you do **POSITIVE** actions

and

there is a **POSITIVE** way
to do everything.



Unit 1: The Philosophy is Intuitive



+ By making this concept conscious, you can make decisions intentionally.

Unit 1: The Philosophy Depicted by the Circle

The Think + Act + Feel + Circle



Thoughts lead to Actions

and Feelings lead to more Thoughts

Actions lead to Feelings about yourself

The Circle can be positive or negative.

Unit 1: Philosophy Teaches Motivation

Extrinsic Motivation:

The reward is something given to us externally.

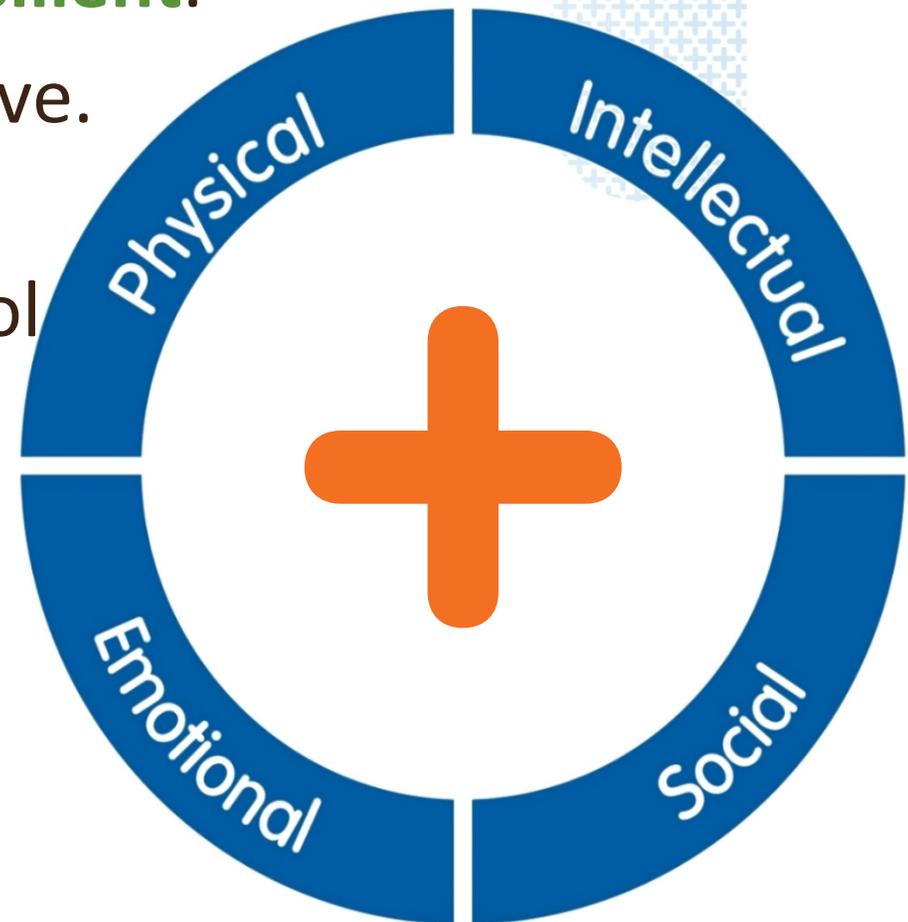
Intrinsic Motivation:

The reward is the good feeling we get internally.



Unit 1: Philosophy: There Is a Positive Way to Do Everything

- + Be **optimistic**, **hopeful** and **resilient**.
- + Be **positive** rather than negative.
- + Know that you can't control everything, but you can control how you **react**.



Empower Greatness Skills

- Seeing the good in others
- Exercising
- Managing actions
- Showing appreciation
- Learning that there is a positive way to do everything
- Making good decisions
- Managing feelings
- Getting enough sleep and rest
- Not blaming others
- Showing personal cleanliness
- Being motivated to learn
- Avoiding bullying
- Setting intellectual goals
- Managing time

- Setting physical goals
- Being in touch with reality
- Maintaining good nutrition
- Broadening your horizons
- Not making excuses
- Saying nice things to others
- Having courage to try
- Making good choices
- Managing talents
- Respecting others
- Knowing your strengths and weaknesses
- Managing money
- Showing empathy
- Turning problems into opportunities
- Refusing to abuse (engage in unhealthy food, substances, behaviors)

- Treating others the way you want to be treated
- Showing fairness
- Avoiding illnesses
- Learning that you feel good about yourself when you do positive actions
- Managing thoughts
- Being able to solve problems well
- Having good thinking skills
- Telling others the truth
- Managing possessions
- Believing in your potential
- Avoiding harmful substances

- Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts
- Telling yourself the truth
- Managing energy
- Showing cooperation
- Persisting
- Having good study habits
- Refusing to rationalize
- Maintaining good dental hygiene
- Showing kindness
- Setting social and emotional goals

Unit 2: Positive Actions for a Healthy Body & Mind

+ Physical Positive Actions

- + Exercising
- + Keeping clean
- + Eating nutritiously
- + Maintaining good dental health
- + Avoiding Illnesses
- + Avoiding harmful substances
- + Refusing to abuse
- + Getting enough sleep and rest

+ Intellectual Positive Actions

- + Solving problems well
- + Making good decisions
- + Being motivated to learn
- + Having good thinking skills
- + Having good study habits
- + Valuing learning



Unit 3: Self Management

+ Managing Yourself Responsibly

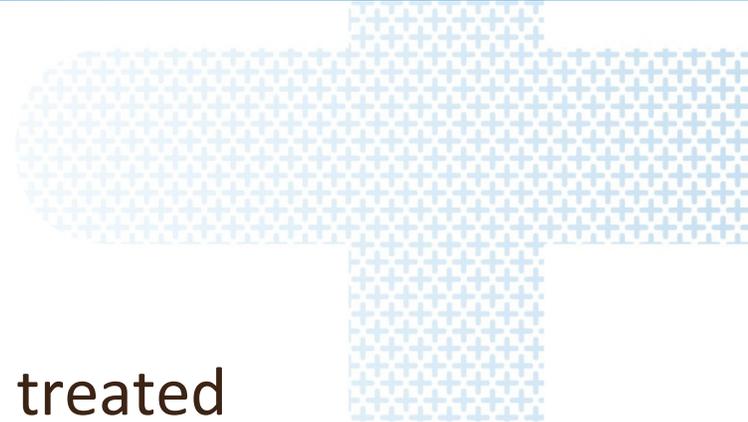
- + Managing thoughts
- + Managing actions
- + Managing feelings
(love, anger, worry, jealousy, feelings of pride, fear, loneliness, discouragement, thankfulness)
- + Managing time
- + Managing energy
- + Managing money
- + Managing possessions
- + Managing talents



Unit 4: Social Skills

+ Getting Along with Others

- + Treating others the way you want to be treated
- + Seeing the good in others
- + Respecting others
- + Saying nice things to others
- + Showing appreciation
- + Showing empathy
- + Showing fairness
- + Showing kindness
- + Showing cooperation
- + Avoiding bullying



Unit 5: Self Honesty

+ Being Honest with Yourself and Others

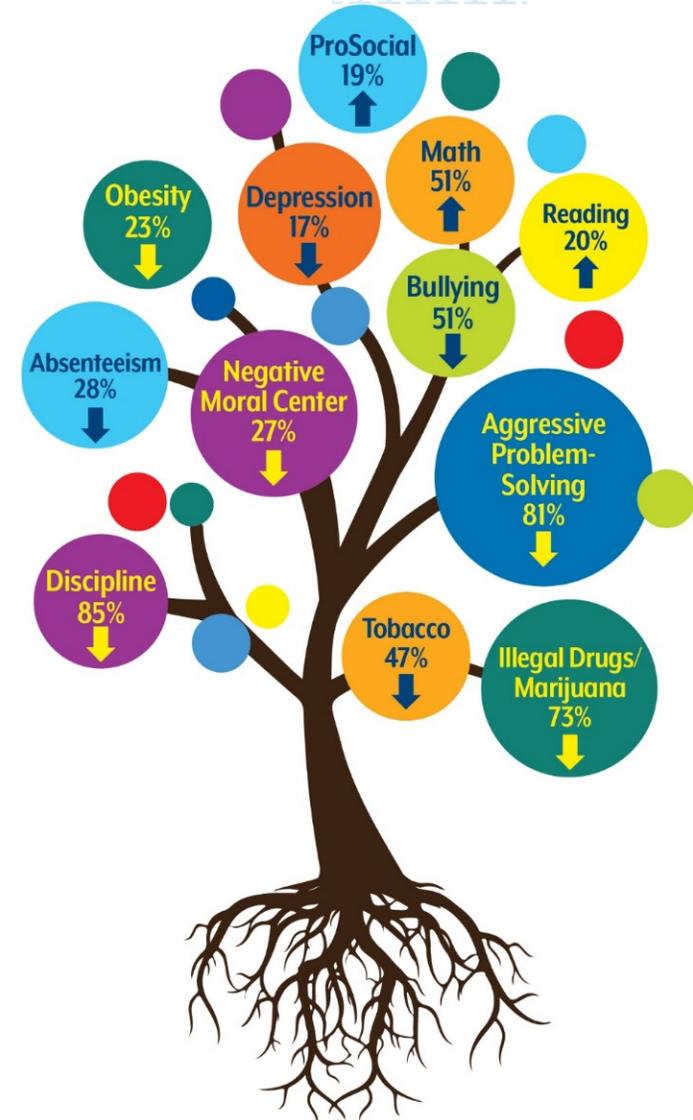
- + Being in touch with reality
- + Telling yourself the truth
- + Telling others the truth
- + Not blaming others
- + Not making excuses
- + Not rationalizing
- + Knowing your strengths and weaknesses
- + Doing what you say you will do



Unit 6: Self Improvement - at the Root

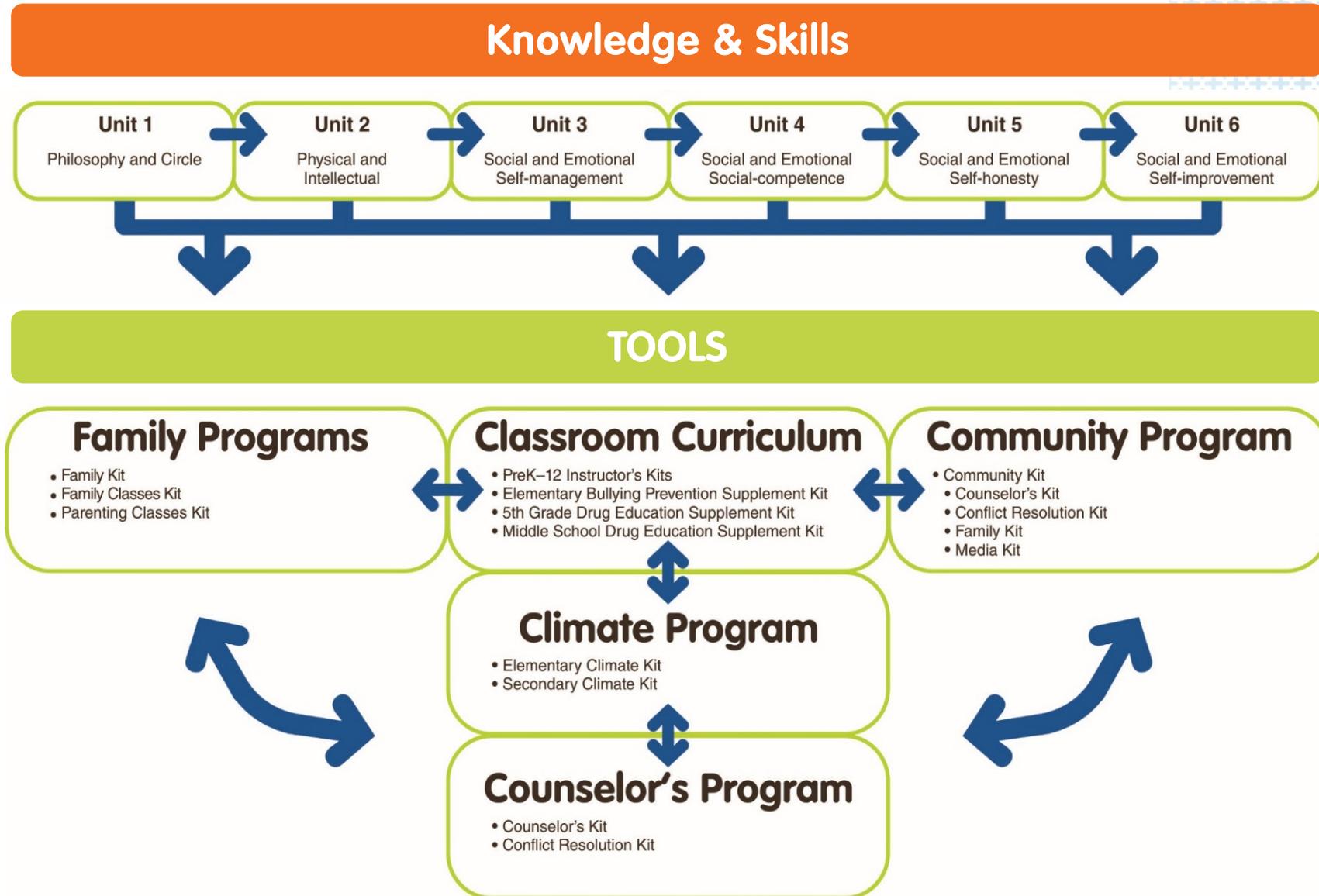
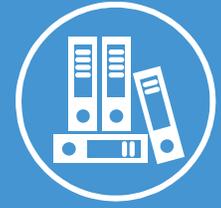
+ Improving Yourself Continually

- + Setting physical goals
- + Setting intellectual goals
- + Setting social and emotional goals
- + Believing in your potential
- + Having courage to try
- + Turning problems into opportunities
- + Persisting
- + Broadening your horizons



To empower Your **Greatness**

Positive Action Program Knowledge & Skills in the Tools



Elementary Tool Kits

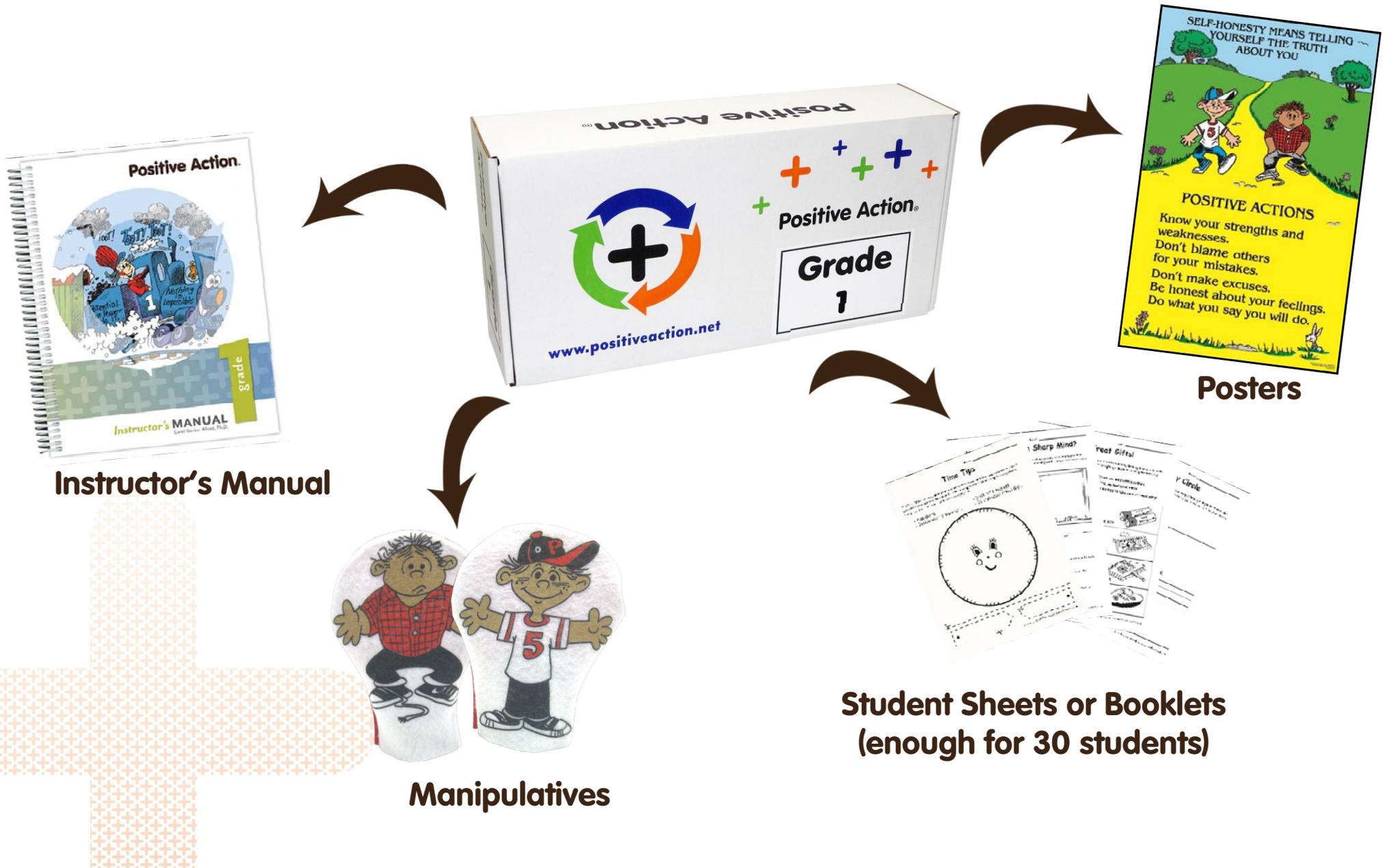
Engaging and ready-to-go:

- + **Pre K:** 130 five-minute interactive, scripted lessons
- + **K–6:** 140 15-minute interactive, scripted lessons
- + **Materials for 30 students**
- + **Lesson strategies and methodologies:**
 - + Puppets, games, poems
 - + Role-playing, stories
 - + Plays, discussions, journals
 - + Music, stickers
 - + Colorful, interactive posters



Grade 1 Instructor's Tool Kit

Kit Contents



Sample Lesson

Lesson 45

Unit 3 | *Managing Yourself Using Social and Emotional Positive Actions*

Lesson 45—Thinking and Choosing

Purpose: To introduce the concept of choice in using positive and negative actions.

Word of the Week: Time – When something happens (a period of seconds, minutes, hours, etc.)

Materials Needed Board and chalk/marker, audio player, internet access

Materials Provided “Happy Circle” Poster 6-1-1, music and lyrics: “The Treasure,” *Positive Action* website: “Resources”

Teacher Write the word “Choice” on the board.

Say This is something you each have—choice. Choice comes from the word choose; it means your power to decide something. Each of us has a choice when it comes to our actions. Sometimes actions become such a habit that we think we aren’t making a choice, but we always are. It is very important to think carefully in order to make a wise choice to do a positive action.

Let’s play a game today so you can practice choosing. I’ll say “What is your choice?” and then I’ll name two things. Each of you may have a turn at making a choice.

- Broccoli or carrots
- A blue pencil or a red pencil
- A toy car or a new raincoat
- A fat pink elephant or a small brown rat

Teacher Give each child a turn, repeating the choices above or creating your own: they can be easy or hard, silly or serious. You can also let one student think of choices for another. Take note of students who have difficulty choosing, and consider giving them more practice later.

Say We have learned a lot about choosing positive actions that meet the needs for a healthy life—for our bodies and our minds.

For example, you realize you are watching TV or playing video games too much so you have the positive thought (*point to head*) that you should spend the first hour after school or homework playing actively outside. What are some positive actions you can do? (*Wait for responses, wiggle fingers: Ride bike, play tag or hide and seek, go on a family walk.*) When you do those positive actions, you will feel stronger and healthier. You will feel good about yourself (*hand over heart*), and what will you think more of? (*Wait for responses, point to head: Positive thoughts.*) Which will lead to more what? (*Wait for responses, wiggle fingers: Positive actions.*) Very good. Our choices are an important part of keeping us in the Happy Circle (*point to poster*).

As you choose positive thoughts and do positive actions, you learn to manage yourself. In some areas, you learn to be your own boss. Here are some questions to think about, but you don’t have to answer them now.

- Do you brush your teeth every day?

Managing Yourself Using Social and Emotional Positive Actions | Unit 3

Lesson 45

- Do you take medicine when your parents are not around to say it is safe?
- Do you think about the things that could harm your body and try to avoid them?
- Do you sit and watch television all day and never get any exercise?
- Are you curious to learn new things?
- Do you try to think of ways to solve your problems?
- Do you set goals and then forget them?
- Do you feel good about yourself?
- Can you be in control of your own life by making positive choices?

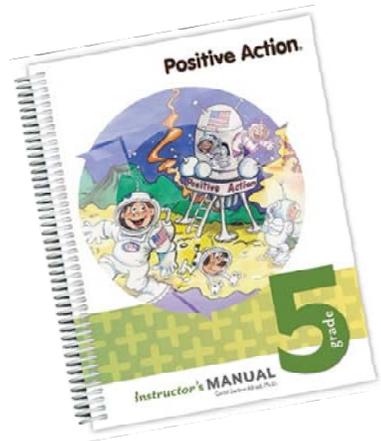
Maurice and Marrott are spending a lot of time looking for the greatest treasure of all, but we’re about to sing a song about a treasure we all have: being positive in what we choose.

Teacher Prepare to play the music with the lyrics and print or project the lyrics from “Resources” on the *Positive Action* website. Play “The Treasure” once and have students listen. Then play it again and have them sing along. Use this song and others you will learn often to set a positive tone and remind students to do positive actions.

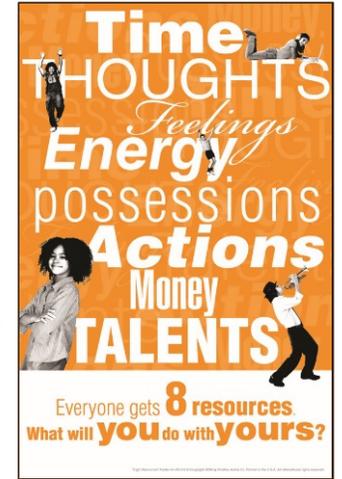
Say It is important for you to know that you have a choice. You can choose to use positive actions or you can choose to use negative actions. Making the choice to think positive thoughts and then to do positive actions will make you feel good about yourself. A good self-concept is your very own treasure. Plus, it will make other people glad to know you, too.



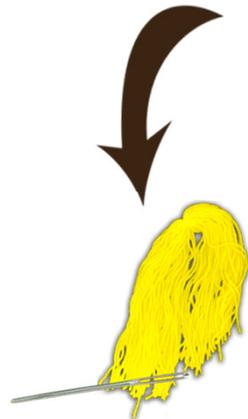
Kit Contents



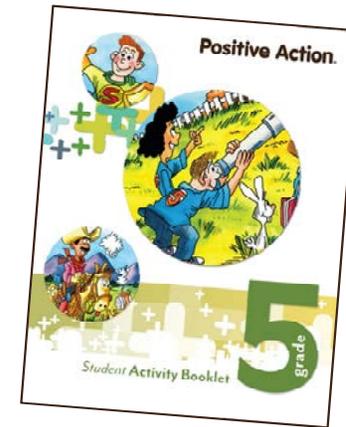
Instructor's Manual



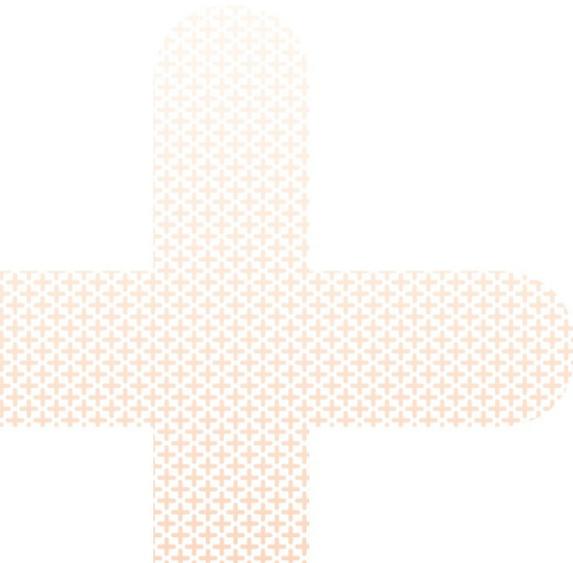
Posters



Manipulatives



**Student Sheets or Booklets
(enough for 30 students)**



Sample Lesson

Lesson 115 • Unit 6 • Improving Yourself Continually Using Social and Emotional Positive Actions

Believing We Can Do More, Be More

Purpose To learn the positive action for the continual self-improvement of believing in our potential so we can feel good about ourselves.

Materials Needed Art paper, pencils, crayons, and markers

Materials Provided Activity Sheet 112-6-5

Teacher Direct students to get out their activity booklets and pencils, and turn to "Up and Away with Self-Improvement" Activity Sheet 112-6-5. Give students time to review their self-improvement notes silently.

Say This activity is like making our own celestial map. A celestial map shows you the layout of planets and stars in outer space; it identifies constellations and other formations, such as the Milky Way. Someone about to start on a real or an imaginary space journey will use it to see where they're going.

This activity sheet is your "celestial map" for self-improvements—use it to see where you're going in the space of your life. Your activity sheets tell a lot about the improvements you've made physically, intellectually, and socially/emotionally. If you study your sheets carefully, you'll be able to see the areas where you have shown the greatest potential or power for self-improvement. You can find out a lot about the future you by looking at the past and present you.

Now that you've had some time to think about it, let's find out what you think your future self-improvement will be.

- Raise your hand if you think you'll improve more next year than you have this year. (Wait for responses.)
- Raise your hand if you think you'll improve about the same. (Wait for responses.)
- Raise your hand if you think you'll improve less. (Wait for responses.)

Notice your own response. Think of what it suggests about your attitude toward self-improvement. If you indicated that you won't be improving more, then you probably don't feel as good about yourself as you could. This might suggest that your self-confidence isn't as strong as it might be. There's a cure for this. Does anyone remember what it is? (Wait for responses: I know how to create a self I feel good about. I know how to create a happy, successful life.) Remember, the more positive things you think, the more positive actions you can do. The more positive actions you do, the more capable you become. Then you feel self-confident enough to create a happy and successful life. It all starts with thinking of and doing positive actions. All these good results follow that first good thought and good deed.

So, the good news here is that we have an activity sheet for you that will get you off to a positive start. It's called "Up and Away with Self-Improvement" because the first positive action sends our self-concept soaring, and the next positive action keeps it aloft. Why? Because we are filled with good feelings about ourselves when we do positive actions.

Teacher Allow students time to fill out the "Three potential self-improvements" column for physical, intellectual, and social and emotional areas. Encourage them to focus on positive actions they

Lesson 115 • Unit 6 (Continued)

need to take so they'll feel better about themselves. Remind them that our Space Age knowledge of how to create a self we feel good about is only useful if we put it into action.

Say What is the limit on how much we can improve? (Wait for responses: There is no limit. Nobody knows how much we could grow if we stayed positive most of the time.)

Let's try an imagination exercise. Close your eyes and try to see yourself with tremendous potential (which, by the way, is the truth about your real self). Make or allow a mental picture of yourself: Maybe you're fiery and blazing with energy like the sun. Maybe you're a seed waiting to spring to life as a giant tree. Maybe you're a rocket blasting off to adventure and accomplishment, or a meteorite glowing with concentrated energy. Now that you've imagined this picture of your potential, open your eyes. Draw a picture of what you imagined. When you're finished, we'll make a special collage to show each other and to remind ourselves of the vast and powerful potential we have for self-improvement.

Teacher Give students as much time as possible to finish their picture. Perhaps you can arrange for the class to use their art period and free time to do so. Similarly, you may find it necessary to use an art period to construct the collage. When it is complete, ask students to look at it and consider their potential—as stunning and beautiful as a star-studded sky—to have the power and knowledge to create a self they feel good about. We know how to create a happy and successful life.

Up and Away with Self-Improvement

DIRECTIONS: Fill in the blanks below.

Name: _____

Date: _____



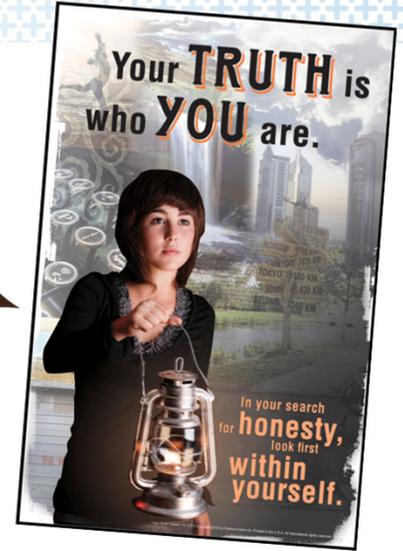
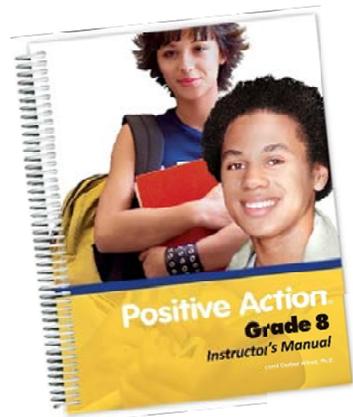
	My three important self-improvements	Three positive actions that helped me improve	Three potential self-improvements
Physical Self-Improvements			
Intellectual Self-Improvements			
Social/Emotional Self-Improvements			

Activity Sheet 112-6-5 © Copyright 1983-2017 by Positive Action, Inc.

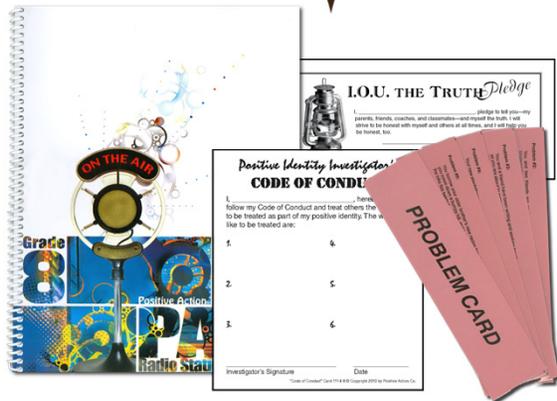
Kit Contents



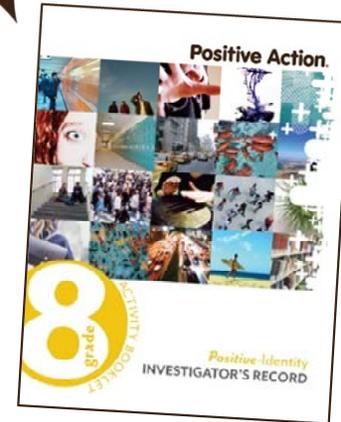
Instructor's Manual



Posters



Manipulatives



**Student Activity Booklets
(enough for 30 students)**

Sample Lesson

Lesson 97

A Little Respect, Please

Goal: • To learn that respect is the way we like to be treated, so we treat others with respect, which is a positive action that helps us create a positive identity.

- Objectives:**
- To learn that when we look for what we can respect in others, we can respect ourselves and be respected by others.
 - To understand that respect creates and strengthens friendships.

Materials Needed	Materials Provided
✓ Black/white board and writing instrument	✓ 16 PALS Radio Script Booklets—Script 5
✓ Pens	✓ 30 <i>Positive Action Journals</i>
	✓ 30 <i>Positive Identity Investigator's Record</i> Activity Booklets: Activity Sheet 97-4-8

Say: You were asked to find two positive actions you could take to show caring for people in your lives. Who would like to share the positive actions they took? *(Wait for responses: Encourage sharing and congratulate students for their positive actions.)*

Teacher: Write the word “respect” on the board.

Say: Is respect in Our Code of Conduct? *(Wait for responses: Yes.)* Why is respect included in Our Code of Conduct? *(Wait for responses: We treat others with respect because that is the way we like to be treated.)*

What ways do you like to be treated with respect? *(Wait for responses: For people to listen when I speak. For people to not interrupt. For people to treat me like I matter. For people to appreciate my special abilities.)* So are you treating others that way? *(Wait for responses: Varied.)* Think of some ways you have shown respect for someone recently. Who would like to share?

Teacher: Wait for responses: Perhaps you’ve asked yourself to pay full attention while someone is talking. Perhaps you’ve encouraged them to go ahead of you. Perhaps you’ve given them consideration or special treatment. Perhaps you’ve seen something in them that you admire and told them about it.

Say: How did you feel about yourself when you treated that someone with respect? *(Wait for responses: I felt good about myself because I treated others the way I like to be treated.)* Your challenge today is to find some ways to show respect for people who may not know you respect them.

Respect is so important to **RELATIONSHIPS**, and it shows up in many ways. Whenever we feel disrespected, we tend to get into a negative spiral, so it’s really important that we remember to respect ourselves—by respecting others.

Let’s tune into PALS Radio and find out what our exuberant host and hostess have to say about respect.

Teacher: Assign five students to read the roles of Michael and Michaela, the Narrator, Marcos, and Lex. Distribute radio script booklets to the readers and other students who wish to follow along. Direct the remaining students to listen closely and have their journals and pens ready for taking notes. Then, read the Radio Broadcast PALS, Script 5.

..... **End Talk Show**

Teacher: Direct students to get out their activity booklets and pens, and then turn to “R-E-S-P-E-C-T: Find out What It Means to Me” Activity Sheet 97-4-8.

Say: We can see that our friends in the radio play need some help with treating others with respect. In fact, we could all take a look at our relationships and see where we can treat others the way we like to be treated, with respect, to improve the relationship.

Teacher: Review the directions with students, then allow time for them to complete the activity sheet.

Say: So, how’d you do? Did you find relationships in which you can use respect better than you are? *(Wait for responses: Probably most.)* I’d like you to try to improve one relationship in each category by treating that person with respect. Remember, a little respect can go a long way. Let’s see what happens in just one week.

In our next lesson, we’ll talk about a positive action that can be difficult to learn, but one that is the ultimate sign of respect to those around us.

Vocabulary

Relationships
A connection or att

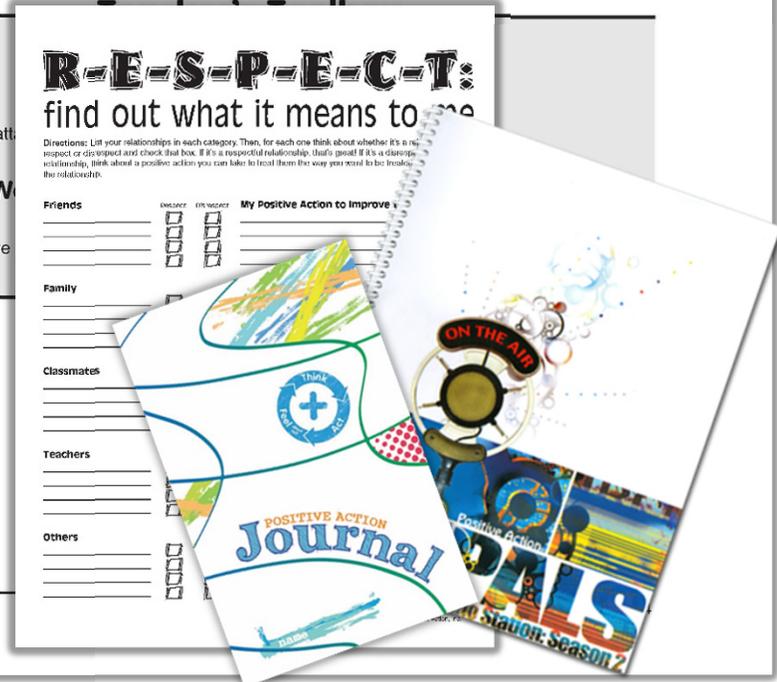
Word of the W

Healthy
To be well or have

R-E-S-P-E-C-T: find out what it means to me

Directions: List your relationships in each category. Then, for each one think about whether it's a respectful or disrespectful relationship. Check that box. If it's a respectful relationship, think about a positive action you can take to treat them the way you want to be treated.

Relationship Category	Disrespectful	Respectful	My Positive Action to Improve
Friends	<input type="checkbox"/>	<input type="checkbox"/>	
Family	<input type="checkbox"/>	<input type="checkbox"/>	
Classmates	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	
Others	<input type="checkbox"/>	<input type="checkbox"/>	



High School Tool Kits

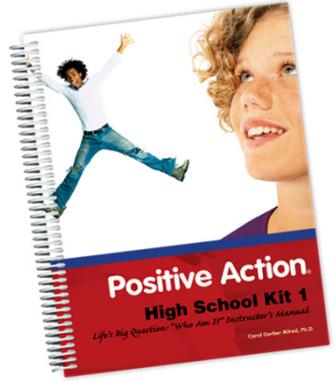
Engaging and ready-to-go:

- + 132 15-20-minute, interactive, scripted lessons
 - + Kit 1—*Life’s Big Question: “Who Am I?”*
 - + Kit 2—*Lives on the Line Play*
 - + Kit 3—*Projects for Teens*
 - + Kit 4—*Life Training for Teens*
- + Materials for 30 students
- + Lessons strategies and methodologies:
 - + Role-playing, stories, posters
 - + Activities, games, projects
 - + Peer mentoring and discussion



*High School Kit 2 - Lives on the Line Play
Instructor’s Tool Kit*

Kit Contents



Instructor's Manual



Manipulatives



Posters



**Student Activity Sheets or Booklets
(enough for 30 students)**

Sample Lesson: High School Kit I

Lesson 101

How Do I “Own the Problem”?

- Goal:** • To apply the social and emotional positive actions of telling ourselves the truth by acknowledging the truth and refusing to blame others.
- Objective:** • To complete an activity sheet on acknowledging our mistakes and refusing to blame others.

MATERIALS

Needed
✓ Pens
Provided
✓ 30 Activity Sheets 101-5-4SKI

Positive Actions

Procedure

- Say:** Last time, we discussed how negative actions, such as complaining about our lives and blaming others for our problems can impact our lives. Let’s think a moment about blame. What is the opposite of blaming others?
- Teacher:** Wait for responses. Guide toward: Taking responsibility for our own thoughts and actions.
- Say:** How can taking responsibility for our own thoughts and actions make a difference in our lives?
- Teacher:** Wait for responses.
- Say:** The more responsibility you take for your own thoughts and actions—and, therefore, your own life—the less you’ll need to blame other people and other situations, and—the more positive power you will have over your own life. If you own the problem, you own the solution. Does that feel true to you? Why or why not?
- Teacher:** Wait for responses.
- Say:** The positive action is to acknowledge your mistakes and not blame anyone else for the problem—even though other people do things all the time that are problematic. Why is that so important?
- Teacher:** Wait for responses. Guide toward: Depending upon your mistake, you’ll need to make amends by apologizing and/or fixing the problem.
- Say:** It’s vital to make things right—emotionally and socially. Why?
- Teacher:** Wait for responses. Guide toward: Your self-concept, your conscience, your character will act up until you fix it.
- Say:** Blaming other people takes away your power to make a bad situation better. Blaming others can make you feel like a *VICTIM*.
- As long as you think you are a victim, you feel powerless—and you are. That kind of thinking is ubiquitous in our culture. Of course, the opposite is also true. What would that truth be?



DECISION TREE

DIRECTION: Decision Trees are used in medicine and research to help people resolve issues, define a problem, or to map a way through a challenge. Think about a problem you are having in your life right now.

WHAT'S THE PROBLEM?

WHAT IS AT THE CORE OF THIS PROBLEM? WHAT WAS MY CONTRIBUTION TO THE PROBLEM?

ACKNOWLEDGING YOUR MISTAKES
Name three things you did or didn't do that contributed to the problem. The truth is a positive thought.

BLAMING OTHERS
List who or what you'd like to blame, and any complaints you have.

WHAT POSITIVE ACTIONS CAN INTELLECTUAL, SOCIAL AND EMOTIONAL POSITIVE ACTIONS TAKE?

PHYSICAL POSITIVE ACTIONS

INTELLECTUAL POSITIVE ACTIONS

SOCIAL POSITIVE ACTIONS

EMOTIONAL POSITIVE ACTIONS

POSITIVE FEELINGS AND POSITIVE POWER
What are you feeling?

WHAT OUTCOME DO YOU WANT?

DEAD END

Activity Sheet 101-5-4SKI © Copyright 2017 by Positive Action Co.

Climate Development Tool Kits

Provide site-wide positive reinforcement

+ *Elementary Climate Development Kit*

- + Manual
- + Materials for 5 committee members
- + Materials for 6 teachers
- + **Activities:**
 - + *Words of the Week* Cards
 - + Stickers
 - + Assemblies
 - + *ICU (I See You Doing Something Positive)* Box

+ *Secondary Climate Development Kit*

- + Manual
- + **Materials:**
- + 500 Student “PALS Club” Cards, 1 Peace Flag
- + **Activities:**
 - + Projects, Assemblies, Buzz Words, “SOS (Salute Our Students)” Box



Secondary Climate Development Tool Kit

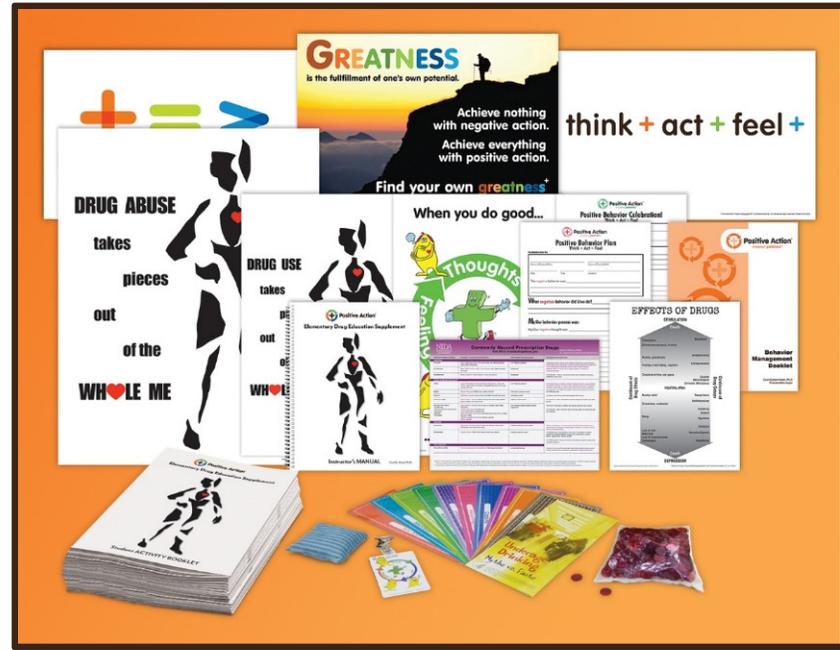
Supplemental Tool Kits

- + **Drug Education Kits**
 - + **Elementary:** 18 15-minute lessons
 - + **Secondary:** 30 20-minute lessons
 - + Materials for 30 students
 - + Lesson Strategies:
 - + Posters, games, discussion; secondary includes a play script and music

- + **Elementary Bullying Prevention Kit**
 - + 21 30-minute lessons
 - + Materials for 30 students
 - + Lesson strategies:
 - + Posters, stories, games, Positive Behavior Plans and Celebrations

- + **Conflict Resolution Kit**
 - + 7 15-20-minute lessons
 - + Materials:
 - + 1 Set of “Conflict Resolution Plan Scenarios”
 - + 100 “Conflict Resolution Plans”
 - + 4 “Decision-Making and Problem-Solving Checklist” Notepads (25 pages in each)
 - + Strategies:
 - + Practice using “Conflict Resolution Plans” with a variety of scenarios

+ **Kits stand alone or used with curriculum kits**



Elementary Drug Education Supplement Tool Kit

Parent and Family Tool Kits

Engaging Parents and Families at Home

- + **Family Kit** – Stand alone and for classes
 - + **Manual:**
 - + 42 30-45 minute lessons
 - + **Lesson Strategies:**
 - + Activities, stories, games, posters and music
 - + **Materials:** for 6

- + **Parenting Classes Instructor's Kit**
 - + **1 Manual and 10 Family Kits:**
 - + 7 1-hour classes
 - + **Lesson Strategies:**
 - + Activities teach how to use the Family Kit



Family Classes Instructor's Tool Kit

Unifying Philosophical Framework



Training Options

Positive Action offers different training options designed to meet the needs of each district and school. These training programs are highly-rated and demonstrated effective.

- Onsite Training
 - 1-day Orientation for Teachers
 - Mid-year, End-of-year Refreshers
- Web-based Training
 - Live Webinars
 - Recorded Grade-level training
- Training-of-Trainers
 - Multi-day Comprehensive Course (2-4 days)

Implementation Strategies

- Pre-Kindergarten
 - 5 minutes/day, 4 days/week
- Grades K-5
 - 15 minutes/day, 4 days/week
 - Possibly using day 5 for Drug Education or Anti-Bullying Supplements, or Climate Activities
- Grades 6-12
 - 15-20 minutes/day as part of Homeroom
 - 30-45 minutes, 3 days/week as part of Advisory Period
 - 45 minutes, 2 days/week as part of Health Curriculum
- Identified Needs
 - 15 minutes/day, 5 days/week in ISS and Behavioral Classrooms

Coaching Models

Positive Action offers a variety of proven coaching models designed to support districts, schools and staff successfully achieve the outcomes stated at the outset of implementation.

- Observations – Either onsite or via video enable Positive Action coaches to offer concrete feedback for teachers and coordinators on how/where to improve program delivery
- Troubleshooting - Content/Component specific webinar sessions can focus on identified challenges.
- Peer Coaching – Structured, peer-led professional development sessions are used to build and reinforce best-practices.

Multiple Varieties of Greatness Outcomes

IMPROVED



- 51% State Math Test Scores
- 20% State Reading Test Scores
- 21% School Quality
- 51% African-American Males' Reading Scores
- 20% All African-Americans' Math Scores
- 21% Grade 7-8 Value-Added Reading Scores

ACADEMICS

- 72% Grade Retention
- 28% Absenteeism

REDUCED
IMPROVED

BEHAVIORS

- 85% Disciplinary Referrals
- 73% Suspensions
- 62% Violence
- 51% Bullying
- 47% Tobacco
- 46% Alcohol
- 70% Got Drunk
- 73% Illegal Drugs/Marijuana
- 83% Voluntary Sexual Activity

REDUCED

IMPROVED



- 19% Pro-Social Behavior
- 18% Affiliation with Good Friends
- 17% Honesty
- 8% Altruistic Behavior

SOCIAL/ EMOTIONAL & CHARACTER

- 81% Aggressive Problem-Solving
- 27% Negative Moral Center

REDUCED

IMPROVED



- 18% Hygiene Scale
- 14% Sleep
- 8% Healthy Food & Exercise

PHYSICAL HEALTH

- 8% Unhealthy Food
- 23% Unhealthy Body Mass Index Percentile

REDUCED

MENTAL HEALTH

- 17% BASC Depression Scale

REDUCED

Demographics represented in Randomized-Controlled Trials

Hawaii Study

Table 1

Characteristics of Study Schools at Baseline*

	2002 (Baseline) Positive Action Mean
Enrollment	610
Racial/ethnic distribution, %	
African-American	2%
Chinese	2%
Filipino	16%
Hawaiian	6%
Hispanic	3%
Japanese	7%
Korean	2%
Part Hawaiian	29%
Portugese	2%
Samoan	5%
White	13%
Other	13%
Stability, %	92%
Free/reduced lunch, %	60%
Limited English proficiency, %	16%
Special education, %	10%

Snyder F, Acock A, Vuchinich S, et al. Preventing Negative Behaviors Among Elementary-School Students Through Enhancing Students' Social-Emotional and Character Development. *American Journal of Health Promotion*. 2013; Volume 28, Issue 1

Positive Action's unique approach makes it a truly equitable and versatile program. It encompasses all ages, genders, ethnicities, cultures, and socio-economic levels in rural, urban and suburban areas.

Chicago Study

Positive Action Intervention Group

Total students - final sample	260
Racial/ethnic distribution, %	
African-American	46%
Hispanic	27%
White	7%
Asian	3%
Other	17%

Li K-K, Washburn I, Dubois DL, et al. Effects of the Positive Action Programme on Problem Behaviours in Elementary School Students: A Matched-Pair Randomized Control Trial in Chicago. *Psychology and Health*. 2011; 26: 179-204

Peer-Reviewed Articles Confirm Evidence-based

Studies Show Replicated & Sustained Outcomes

Randomized Controlled Trial – Chicago (ESSA – Strong Evidence)

- + Prevention Science (2017)
- + Applied Developmental Science (2016)
- + Journal of Primary Prevention (2016)
- + Applied Developmental Science (2015)
- + Journal of Adolescent Health (2013)
- + American Journal of Preventive Medicine (2013)
- + International Journal of Emotional Education (2012)
- + Psychology & Health (2011)
- + Prevention Science (2011)

Randomized Controlled Trial – Hawai'i (ESSA – Strong Evidence)

- + American Journal of Health Promotion (2013)
- + Journal of School Health (2012)
- + Journal of Research on Educational Effectiveness (2010)
- + American Journal of Public Health (2009)

Randomized Controlled Trial – Southeastern State (ESSA – Strong Evidence)

- + Prevention Science (2011)

Quasi-Experimental – Nevada District, Hawaii (ESSA – Moderate Evidence)

- + Prevention Science (2001)

Long-term Matched-Control-Quasi (ESSA – Moderate Evidence)

- + American Journal of Health Behavior (2003)



Authoritative Groups Confirm Evidence-based

ies U.S. Department of Education
INSTITUTE OF EDUCATION SCIENCES
What Works Clearinghouse

EVIDENCE
for ESSA 



stopbullying.gov



- + **Approved Whole-School Reform Model** (1 of 4 programs in the nation) Provider for School Improvement Grants by the U.S. Dept. of Ed—2015
- + **Top-rated** in the nation for improving academics, behavior and character by the U.S. Dept. of Ed., **What Works Clearinghouse**—2006
- + **Identified by Evidence for ESSA** as the only program on with a “strong” ESSA rating in both reading and math.
- + **Top-rated SEL Program** for increasing academics by **University Dublin College**—2018
- + **Endorsed by the Council of Administrators of Special Education (CASE)** for academics, behavior and character with general as well as special education students.
- + **Endorsed as a SElect Program** by **Collaborative for Academic, Social and Emotional Learning (CASEL)**—2013 Guide
- + **Recognized as a Model Program** by **Blueprints for Healthy Youth Development**, meeting the highest standards of evidence through independent review by the nation’s top scientists.
- + **Recognized as an Effective Model Program** with strong evidence for the outcomes with the **U.S. Department of Justice (DOJ), Office of Justice Programs’ (OJP), CrimeSolutions.gov** for the **Office of Juvenile Justice Delinquency and Prevention (OJJDP)**.
- + **Identified in evidence-based program directories** for bullying prevention programs on the **stopbullying.gov** website. Directories: **Blueprints, FindYouthInfo.gov, and DOJ**.
- + **Recognized as a Model Program** with a **Strong Evidence** rating by the **National Dropout Prevention Center**.

Surveys

Free measurement tools:

- + **Monitoring Fidelity:** assess the level and integrity of implementation
 - + Unit Implementation Reports
 - + End-of-Year Teacher Survey

 - + **Outcome Measures:** assess short-term/immediate and long-term effects
 - + Student Pretest/Posttest Surveys
 - + Behavior Rating Scales

 - + **School & Classroom Observations:** assess climate activities and lesson presentation
 - + School/Classroom Observation Form
 - + Lesson Observation Form
- 

- + **Pre-K–12 Curriculum**
 - + Materials for Teacher and 30 Students
 - + \$400 - \$550 per Instructor’s Kit

- + **Climate Development**
 - + Elementary (K-6): \$500
 - + Secondary (Grades 6-12): \$450

- + **Counselor’s Kit: \$200**

- + **Conflict Resolution Kit: \$150**

- + **Family Kit: \$100**
 - + 42 Lessons

- + **Family**
 - + Family Kit (42 lessons): \$100
 - + Family Classes (Materials for Facilitators and 10 Families): \$1,450
 - + Condensed (7 Family Kit lessons): \$900
 - + Parenting Classes: \$1,000
 - + Condensed (7 Family Kit lessons): \$450

- + **Community: \$600**

- + **Training**
 - + Onsite, 1-day: \$5,000
 - + Online, 2 hours: \$550
 - + Each Additional Hour: \$300

 Positive Action™ empower greatness+		Product Price List	
<u>CURRICULUM</u>	INSTRUCTOR'S KIT	REFRESHER	
Pre-Kindergarten	\$400.00	\$100.00	
Kindergarten	\$450.00	\$150.00	
Grade 1	\$400.00	\$150.00	
Grade 2	\$400.00	\$150.00	
Grade 3	\$400.00	\$150.00	
Grade 4	\$400.00	\$150.00	
Grade 5	\$400.00	\$150.00	
Elementary Drug Education Supplement	\$250.00	\$75.00	
Elementary Bullying Prevention Supplement	\$250.00	\$100.00	
Grade 6	\$400.00	\$150.00	
Grade 7	\$450.00	\$175.00	
Grade 8	\$450.00	\$175.00	
Secondary Drug Education Supplement	\$450.00	\$175.00	
High School Kit 1: Life's Big Questions: "Who Am I?"	\$500.00	\$150.00	
High School Kit 2: "Lives On The Line" Play	\$525.00	\$125.00	
High School Kit 3: Projects For Teens	\$500.00	\$150.00	
High School Kit 4: Life Training For Teens	\$550.00	\$225.00	
<u>CLIMATE DEVELOPMENT, COUNSELING & COMMUNITY</u>	INSTRUCTOR'S KIT	REFRESHER	
Elementary Climate Development	\$500.00	\$350.00	
Secondary Climate Development	\$450.00	\$175.00	
Counselor's (materials for 6 individuals)	\$200.00	\$25.00	
Conflict Resolution	\$150.00	\$25.00	
Community	\$600.00		
<u>FAMILY/PARENTING CLASSES (English or Spanish)</u>			
Family Kit Boxed Edition	\$100.00	\$30.00	
Family Classes (10 Families)	\$1,450.00	\$825.00	
Condensed Family Classes (10 Families)	\$900.00	\$500.00	
Parenting Classes (10 Families)	\$1,000.00	\$650.00	
Condensed Parenting Classes (10 Families)	\$450.00	\$275.00	
<u>TRAINING WORKSHOP KITS</u>			
Online/Webinar Training	\$550 (first 2 hours); \$300 each additional hour		
Onsite Training	\$5000 per day		
Ongoing Training Workshop (K-12)	\$300.00		
<u>SPANISH</u>			
Kindergarten	\$550.00	\$175.00	
Grade 1	\$475.00	\$175.00	
Grade 2	\$475.00	\$175.00	
Grade 3	\$475.00	\$175.00	
Grade 4	\$475.00	\$175.00	
Grade 7	\$550.00	\$175.00	
Grade 8	\$550.00	\$175.00	
Conflict Resolution	\$175.00	\$40.00	

VALUE in every dollar spent on *Positive Action*

- + An independent study performed by the Washington State Institute of Public Policy found that *Positive Action* returns **\$32.36** in benefits for every dollar spent.



Climate Goals



+ To create a place where everyone wants to be. It's:

- + Positive**
- + Safe**
- + Inclusive**
- + Involving**

+ Where positive actions are:

- + Modeled & Practiced**
- + Recognized & Reinforced**
- + Creating new experiences**
- + Contributing to the climate**



Our Mission:

empower

GREATNESS



More Information



Contact Your Program Consultant:

Melodie Hathorne

Positive Action, Inc.

800-345-2974, ext 129 or 208-732-1129

melodie.hathorne@positiveaction.net

www.positiveaction.net